

BLACKVILLE-HILDA JUNIOR HIGH

P O BOX 186

BLACKVILLE, S.C. 29817

GRADES 7-8 Middle School

ENROLLMENT 167 Students

PRINCIPAL David W. Corder 803-284-3778

SUPERINTENDENT William A. Sandifer 803-284-2234

BOARD CHAIR Willie Felder, Jr. 803-284-2766

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	12

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

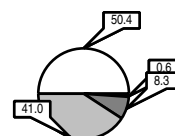
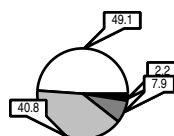
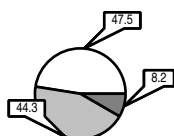
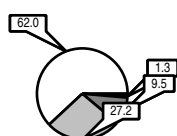
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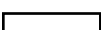
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	13	66	25
Percent satisfied with learning environment	100.0%	72.7%	76.0%
Percent satisfied with social and physical environment	100.0%	83.1%	70.8%
Percent satisfied with home-school relations	50.0%	76.6%	80.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	172	99.4	47.5	44.3	8.2	N/A	8.2	17.6
Gender								
Male	90	100.0	56.0	38.1	6.0	N/A	6.0	17.6
Female	82	98.8	37.8	51.4	10.8	N/A	10.8	17.6
Racial/Ethnic Group								
White	42	97.6	31.3	62.5	6.3	N/A	6.3	17.6
African-American	126	100.0	50.8	41.0	8.2	N/A	8.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	124	99.2	39.5	49.1	11.4	N/A	11.4	17.6
Disabled	48	100.0	68.2	31.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	172	99.4	47.5	44.3	8.2	N/A	8.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	172	99.4	47.5	44.3	8.2	N/A	8.2	17.6
Socio-Economic Status								
Subsidized meals	146	99.3	51.5	41.0	7.5	N/A	7.5	17.6
Full-pay meals	26	100.0	25.0	62.5	12.5	N/A	12.5	17.6

Mathematics								
All students	172	100.0	62.0	27.2	9.5	1.3	10.8	15.5
Gender								
Male	90	100.0	60.7	27.4	10.7	1.2	11.9	15.5
Female	82	100.0	63.5	27.0	8.1	1.4	9.5	15.5
Racial/Ethnic Group								
White	42	100.0	50.0	34.4	12.5	3.1	15.6	15.5
African-American	126	100.0	66.4	23.8	9.0	0.8	9.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	124	100.0	50.0	35.1	13.2	1.8	14.9	15.5
Disabled	48	100.0	93.2	6.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	172	100.0	62.0	27.2	9.5	1.3	10.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	172	100.0	62.0	27.2	9.5	1.3	10.8	15.5
Socio-Economic Status								
Subsidized meals	146	100.0	67.9	25.4	6.0	0.7	6.7	15.5
Full-pay meals	26	100.0	29.2	37.5	29.2	4.2	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	79	N/A	42.3	47.4	10.3	N/A	10.3
	Grade 8	80	N/A	50.6	38.0	11.4	N/A	11.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	97	99.0	55.7	36.4	8.0	N/A	8.0
	Grade 8	75	100.0	37.1	54.3	8.6	N/A	8.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	79	N/A	69.6	21.5	7.6	1.3	8.9
	Grade 8	80	N/A	64.6	27.8	7.6	N/A	7.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	97	100.0	61.4	26.1	10.2	2.3	12.5
	Grade 8	75	100.0	62.9	28.6	8.6	N/A	8.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 167)				
Students enrolled in high school credit courses (grades 7 & 8)	7.2%	Down from 9.4%	7.2%	14.4%
Retention rate	6.5%	Down from 15.9%	3.8%	2.3%
Attendance rate	96.3%	Up from 94.7%	94.7%	95.2%
Eligible for gifted and talented	9.4%	Down from 12.4%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	21.2%	Up from 20.6%	16.4%	14.1%
Older than usual for grade	10.2%	Down from 15.8%	8.3%	4.9%
Suspended or expelled	16.8%	Down from 18.1%	1.4%	1.3%
Annual dropout rate	0.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 14)				
Teachers with advanced degrees	57.1%	Down from 66.7%	47.1%	47.1%
Continuing contract teachers	78.6%	Down from 86.7%	75.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.4%	Down from 77.7%	79.0%	84.3%
Teacher attendance rate	N/R	N/R	94.3%	95.0%
Average teacher salary	\$36,673	Down 3.4%	\$38,764	\$39,924
Prof. development days/teacher	7.8 days	Down from 16.3 days	11.3 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	20.9 to 1	Up from 20.0 to 1	18.6 to 1	21.0 to 1
Prime instructional time	N/R	N/R	86.5%	88.9%
Dollars spent per pupil*	\$5,893	Up 2.9%	\$6,480	\$5,854
Percent spent on teacher salaries*	75.9%	Up from 67.9%	59.3%	62.0%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	80.6%	Down from 85.8%	83.1%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Blackville-Hilda Junior High School continues to meet the challenges that educators are facing all over the state of South Carolina. Amidst more budget cuts and increased accountability from the state and federal governments, our school provides a strong academic program while maintaining a safe, positive environment that is conducive to learning.

Our students receive standards-based instruction from teachers who are willing to go above and beyond the call of duty. Our athletic program emphasizes excellence in the classroom as well as on the football field and basketball court. While many schools close their doors at 3:00 pm, our students receive extended day enrichment activities through the Lightspan program, Communities in Schools, and an after school homework center.

Once again our students have demonstrated their civic pride and compassion for those who are less fortunate. Our student council sponsored a food drive during Christmas to benefit the Butterfly House. The student body also raised approximately \$1,000.00 for a variety of charities including the Leukemia Society and the Cystic Fibrosis Foundation.

The Junior High School's partnership with Excel Inc. has yielded many positive results. The "lunch buddy" program brought several Excel employees into our school to serve as positive role models to our students. Excel Inc. allowed our students to tour their plant, donated money to our school to provide incentives to our students, and allowed employees to serve as monitors during PACT testing. We can not thank them enough for what they have done for our school.

In the coming school year we have three goals: to strengthen our academic program in mathematics and science, to increase parental involvement through our PTSO, and expand our relationship with our business partner.

We look forward to a new school year with all of the challenges that it brings.

David W. Corder
Blackville-Hilda Junior High School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.